

CONTINUANCE

Knowledge and Understanding Passing from Generation to Generation

Vol. 18 Nos. 3 and 4

Spring / Summer 2004

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A New Illinois Board of Higher Education
Why Educators Love Retirees
The Spirit of the Generations Award



The Lewis and Clark Expedition Departs from Illinois
May 14, 1804

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Illinois Campus Compact • Illinois Coalition for Community Service • Illinois Commission for Volunteerism and Community Service • Illinois Corporation for National Service

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About the Cover

Gary R. Lucy has completed over thirty years as a professional artist and has devoted several years to the research of the Lewis and Clark Expedition. Lucy's "The Departure from the Wood River Encampment, May 14, 1804" depicts the early activities of the expedition as they began their journey up the untamed Missouri River. Also see page 20. Published by Gary R. Lucy Gallery, Inc., Washington, MO, 800-937-4944, www.garylucy.com

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Jane Angelis, Editor

Coming and Past Events

Changes in Educational Leadership



Bob English

Illinois Board of Higher Education

Robert J. English, a positive force for the Illinois Board of Higher Education, retired last December after serving for 20 years. He has been a champion of the interests of students and taxpayers and an advocate for a strong educational system. He has been a constructive critic in holding colleges and universities accountable just as he has been supportive of the vital role higher education plays in advancing the economic well-being of the state and its citizens. The Board has benefited from his vast experience as a teacher and administrator in higher education, his no-nonsense business perspective, and his role as the Board's "institutional memory." His example of public service is a model for Illinoisans of all ages.



Joe Cipfl



Ed Duffy

Illinois Community College Board

In 1997, Joe Cipfl became president and CEO of the Illinois Community College Board. He developed a systemwide, decade-long strategic plan called the "Promise for Illinois." The plan for the system has been instrumental in establishing governance, public policy, core values, an articulation agreement with universities, and continued educational programs for older learners on nearly every campus. Cipfl started his professional career as a principal, then superintendent and later became the president of Belleville Area College. He retired in February and is currently assistant to the president at McKendree College in Lebanon.



Guy Alonghi



Geoff Obrzut

Ed Duffy served as chair of the Illinois Community College Board for four years from 1999 to 2003. He fostered innovative directions and partnerships with all levels of education and the private sector.

Guy Alonghi, the chair of the Illinois Community College Board, is the executive director of the Perry County Housing Authority. Geoff Obrzut, the new President and CEO of the Illinois Community College Board, comes from Developmental Disabilities, IL Department of Human Services.



Molly D'Esposito



Glenn Poshard

Southern Illinois University Board

Molly D'Esposito served on the SIU board for more than 14 years and was chair from 2001-2004. She also served on the IBHE board from 1996-1999.

Glenn Poshard was appointed to the SIU board by Governor Rod Blagojewich and was elected chair by the members. Poshard brings experience as a former congressman, higher education administrator, and candidate for governor.

Coming and Past Events

LIFELONG LEARNING AND SERVICE AWARDS



2004 Lifelong Award winners are congratulated during the Lifelong Coalition meeting.

*L to R back row: Anita Revelle, ISU; Vickie Cook, Kaskaskia College; Linda Jamali, Governor's Office; Geoff Oberzut, and Lynn Neidigh, ICCB
Front Row: Jane Angelis, Barbara Thenhaus, John Wood College; Dorothy Lashbrook, Kaskaskia College; and Ellen Neupert, Waubonsee Community College*

The Lifelong Coalition met on Feb. 26, 2004, at two locations via video connection: the Illinois Community College Board (ICCB) in Springfield and the College of DuPage in Glen Ellyn. Those attending in Springfield were George Floyd, Shawnee College; Sherry Berg, Carl Sandburg College; Cheryl Barber, U/Illinois Urbana Champaign; Rebecca Barrett, Illinois Central College; Jan Simon, Parkland CC; Margaret Plaskas, Mary Bates, Ellen Neupere, and Robert R. Goetz, Waubonsee CC; Sherry Sparks and Barb Thenhaus, John Wood CC; Vickie Cook, Diana Friend, Lauri Dougherty, Julie Hummert, Anna Humphrey, Verada Knolboff, Dorothy Lashbrook, and Doris Williams, Kaskaskia College; Lynn Neidigh and Preston Morgan, ICCB; Anita Revelle, Illinois State Univ. and Jane Angelis, Intergenerational Initiative, SIUC.

Those attending through the video connection from DuPage were Kathie Deresinski, Triton College; Jean Johnson; Daley College; Cindy Kearns, McHenry CC; Sherrie Kirmse, William Rainey Harper CC; Margaret Hamilton, College of DuPage; Leona Hoelting, Oakton CC, and Mike Shore, RSVP, Highland CC.

Anita Revelle, Chair of the Lifelong Coalition introduced Virginia McMillan, vice president ICCB, who welcomed the group. Linda Jamali of the Governor's Office spoke on the Governor's educational plan.

The coalition shared ideas about effective programming, discussed a statewide survey all

colleges will be asked to help distribute, and started a discussion on a statewide conference planned for 2005.

The second annual Communication and Program Awards were presented. Mike Shore of Highland College and Sherry Sparks of JWCC were cochairs of the event. Judges for the contest were Cheryl

Marrs, Tulsa Community College, Lou Ann Ladage, Department of Commerce and Economic Opportunity in Springfield, and Wes Winter, U of I Extension, Stephenson County. First-place winners were from McHenry County College, Illinois State University, Kaskaskia College, and John Wood Community College.



The Lifelong Coalition met on Feb. 26, 2004, at the Illinois Community College Board (ICCB) in Springfield and through a video connection to the College of DuPage in Glen Ellyn.

Why Presidents Welcome Retirees to Their Campuses

Comments from Mike Murphy President Emeritus, College of DuPage

Older adults add to the richness of campus environments as well as gain a great deal from the experiences. In no particular order, their contributions include life experiences that add to classroom discussions; disciplined work habits that challenge some undergraduates to work harder; stimulation for the faculty member who has a special reason for staying on his/her toes because older adults may challenge them; and enthusiasm for learning that is rarely exceeded.



Additionally, older adults are often cheerleaders in the community, an especially important contribution for community colleges that receive local funding; have been known to become donors to their institutions; and are more likely to support additional funding for education in general.

One hears more and more talk of older adults who are reentering the workforce. I believe we can expect to see many of them taking courses leading to new careers as well as courses for personal interest.

William Simpson, President John Wood Community College



Community colleges cut across all social classes and age groups. Learning doesn't stop at any particular age, and older adults can take advantage of community college courses to fill gaps in their knowledge. They combine a wealth of experience with their curiosity which enhances traditional instruction.

President Christine Soldek Waubonsee Community College

Older adults possess a wealth of experiences and knowledge from which our students, faculty and staff can benefit. Our Lifelong Learning Institute (LLI), a peer led senior organization of more than 300 men and women of diverse backgrounds, adds positive contributions to Waubonsee programs. The LLI members offer scholarships, volunteer at our bookstore, co-sponsor programs and events and support the college in many ways.

John Anderson Interim President Rock Valley College



Personal enrichment is important at any age and serving older adults is a key component to the comprehensive mission of a community college and its commitment to lifelong learning.



Presidents Thomas Jefferson (enacted by Clayton Jenkinson) and Christine Soldek, Waubonsee CC, compare notes during the Lewis and Clark event on March 23. The event was supported by the LLI and local businesses.

University Retirees Organizing Volunteers for Local Schools



Chancellor Walter Wendler leads a discussion with retired faculty and community residents regarding a retiree volunteer program.

L to R: Bruce Appleby, Retired Faculty Association; David Christensen, Institute for Learning in Retirement; Chancellor Wendler; Dean Keith Hilkirk, College of Education and Human Services; Mary Simon, Retiree Mentoring Program; Emil Spees, Emeritus Association; Ben Shepherd, Provost and Vice President Emeritus; Bob Harper, President, State Annuity Association, and Art Aikman, State University Retirement Board. Not pictured, Lana Campbell and Lois Morgan, ILR; Seymour Bryson, Associate Chancellor for Diversity; Superintendent Elizabeth Lewin, and Jane Angelis, Director, Intergenerational Initiative.



A subcommittee discusses the volunteer process, the opportunities, and the needs of the school district.

L to R: Bruce Appleby, Ben Shepherd, Linda Meredith, and Superintendent Elizabeth Lewin. Not pictured are David Christensen, Lana Campbell, Emil and Edith Spees, and Jane Angelis.

A Timeline for a Retiree Volunteer Program

On March 2, SIU Carbondale Chancellor Walter Wendler invited a group to his conference room to discuss a partnership with local schools. Representatives from the SIU Institute for Learning in Retirement (ILR), the Emeritus Association, and the Retired Faculty Association brainstormed with Superintendent Elizabeth Lewin, campus leaders, and Wendler.

On March 30, a subcommittee met with Superintendent Lewin and Curriculum Director Linda Meredith, District 95 Schools, to develop ideas on what Ben Shepherd dubbed, the delivery system. The subcommittee reported back to the Chancellor and the main group on April 23 with recommendations on the delivery system, recruitment, myriad opportunities, and connecting retirees to the schools. David Christensen, ILR, and Emil Spees, Emeritus Association chaired the yet-to-be-named group.

By the June 18 meeting, the Retired Faculty Association, will develop a survey to determine the interests and talents of retirees and their availability to volunteer in the schools. Chancellor Wendler will host a recruitment and orientation session in the fall to officially launch the program.

Views From Young Journalists



Interviews Connect Schools and State Leaders

Students interviewed state leaders as a part of a project called, Saving Our Stories. Video conferences and one-on-one interviews linked students with state leaders for discussions on state issues as well as the history and background of leaders. Students and teachers from Carbondale Community High School, Illinois Math and Science Academy, United Township High School, Marion High School, Manteno High School, Elk Grove High School, and the Small School of the Arts interviewed state leaders Senate President Emil Jones, Jr., Brenda Holmes, Deputy Chief of Staff for Education in the Governor's office, and Dr. Carol Adams, Secretary, Illinois Department of Human Services.

Universities and community colleges provided video connections to the High School History Press Corps through Southern Illinois University Carbondale, the Illinois Board of Higher Education, the Illinois Century Network, Black Hawk Community College, and Central Management Services.. The following articles were submitted by students from four of the high schools.

United Township High School

United Township High School is located in East Moline, in the northwest corner of Illinois. The enrollment is 1850 students. Teachers Carl Johnson and Mark Kaczmarek organized the event in cooperation with Principal Leo Smith, and Superintendent Barbara Suelter. The school board president is Brian Mumma. Lee Bughman from Black Hawk Community College provided the video connection and technology expertise.

Views of Diversity

Devontae Brooks

The conference with Senator Emil Jones covered political issues, his family history, and the need for diversity among all generations.

Understanding diversity is important to Jones. He says that everyone should be valued regardless of race, color, ethnicity, or culture. He mentioned that it is very important to learn something about others before we judge them. His experiences from his teenage years until the present have taught him not to discriminate, but to understand. He says

that he has experienced bigotry and he doesn't want anybody to have that feeling.

Jones also mentioned that understanding others who may be different is important, particularly when it's time to find a job. He said, "The person who is hiring, may look like me. It is important that you feel comfortable with other cultures, and that will give you an advantage."

When asked if he supports affirmative action, he said yes. "Everyone should get a chance at higher education and should be judged on how well they work, not their color."

Senator Emil Jones was a great choice for the president of the

Illinois Senate. He is a good example of a man who is comfortable with all people. In the early 1970's, he was one of few African-American members of the General Assembly, but he took his chance and learned about people and let them learn about him. He made friends and succeeded.

In conclusion, Emil Jones is a good man and has the right views for his job. He made us feel comfortable when we asked questions and urged us to learn more about other cultures. Interviewing him was one of the high points of our year and it was a great privilege that our school was selected. I will always remember the experience.

United Township High School

Senator Emil Jones Jr.: On Volunteering

Jamie Marshall

I am a senior at United Township High School in East Moline, Illinois and I felt that this interview was a great opportunity for me. Prior to the video conference, I read an article about Senator Emil Jones and how he performed the Heimlich maneuver.

One of my fellow students sparked a discussion about volunteerism in high schools and among the teenagers of America.

Senator Jones expressed his strong beliefs on volunteering and how it should be incorporated in everyone's life in order to develop an understanding of other people and even other cultures and languages. By having this understanding for others, it makes you a well-rounded person.

I agree with Senator Jones on this topic because I am currently a volunteer for the American Red Cross and I get the greatest feeling

of satisfaction knowing that I may have made a significant difference in someone's life. Along with volunteering, I was recently recertified in CPR and First Aid through my local American Red Cross. Having these skills makes me confident that in the case of an emergency I am equipped with the knowledge to control the situation and possibly save someone's life just as Senator Jones did. These are skills that everyone needs to acquire because you never know when something is going to happen and you may be the only one around to assist the victim. Citizen response is the most important link and could be the difference between life or death.

The topic of enforcing a set number of volunteer hours in order to graduate also came up in the discussion. An individual should have some volunteer hours completed before they graduate from high school. No matter what your volunteer experience, it will make a difference in your outlook on life. Volunteering has taught me to be thankful for what I have and in time of need to offer assistance. Everyone should experience this feeling, but many teens are missing out and the only way to get them involved may be a graduation requirement.

Video Conferences



The Saving Our Stories Coalition sponsored the video conferences connecting youth to state leaders. Above Senator Emil Jones, Jr. Jones participates in a video conference with members of the coalition in Chicago and Springfield. L to R: Pat Bearden, American Family History Institute (AFHI); Jan Fitzsimmons, North Central College; Carole Franke, representing Kay Pangle, Kankakee Regional Office of Education; Yolanda Simmons, AFHI; Mark Crippon, ILL PTA; Senator Emil Jones, Jr.; Mark Rodriguez, Changing Worlds; Nancy Villafranca, Mexican Fine Arts Center; Martha Jantho, Chicago Public Schools; Not pictured Jane Angelis, SIU Carbondale. Those connected via video in Springfield were John Daley, Archives; Linda Dawson, ILL Assoc. of School Boards; Tom Teague, ILL State Historical Society; Dick Carlson, ILL State Board of Education; Dave Joens, Secretary of State's Office; and Pat McGuckin, Illinois State Library

Elk Grove High School

Elk Grove High School is located near O'Hare Airport, but under the current runway configuration we have virtually no airport noise. (We like it this way.) Across the street is the forest preserve. The school serves students from Elk Grove Village, DesPlaines, Arlington Heights, and Mt. Prospect, all northwest suburbs of Chicago. The school community consists of approximately 2000 students in grades 9-12.

Frank De Rosa is the principal and enthusiastically supported this endeavor. Elizabeth Ennis is the superintendent of Township High School District 214 and William Dussling, the president of the District 214 school board. Elk Grove High School is the southernmost school in District 214. - Mary Larsen, Advisor

Helping the Governor with an Educational Plan: Brenda Holmes, Educational Advisor

Shravan Sarvepalli

With 35 years of experience and abundant qualifications, Brenda Holmes became the governor's deputy chief of staff for education. Holmes is "helping the governor put together an educational plan," but also has several personal goals that make her especially qualified for this important job.

When Governor Rod W. Blagojevich appointed her, he said, "Brenda Holmes knows Illinois schools. Her background and experience in fighting to make our education system stronger will make her a valuable member of my administration."

After graduating from Indiana University, Holmes started her career teaching social studies at Pawnee School District in Charleston from 1969 to 1986. Next, she served on the senate staff through the University of Illinois at Springfield, where she learned

about the legislative process and how a bill becomes a law.

Holmes, through her eclectic experience in education, developed a unique perspective on several issues. Contrary to the popular belief that funding for education should come from the state, she believes that it is the responsibility of local communities. She reasons that the funding varies directly with taxes and that more state funding would mean a rise in every citizen's state tax. She encourages local communities to take the initiative and make education a priority.

Holmes believes that the No Child Left Behind Act could succeed if funds were appropriated for it. [Schools are] "complying with a federal law they haven't received funding for in the first place," she said. She has a mixed opinion on this federal act. "It is really an interesting debate," she said.

A Typical Day for Brenda Holmes

Jenn Kloc and Anna Zinga

Holmes says that her schedule depends on "which day you ask me and what the issue is." A typical day includes meetings with her boss, Deputy Governor Bradley Tusk, to discuss up-and-coming matters. Then she meets with other groups, such as deans of colleges of education as well as teachers, to promote the state's education plan. She also answers conference calls, responds to e-mails, and may meet with Governor Blagojevich.

She works with people from pre-kindergarten to universities. She advocates for legislation and speaks to people regarding educational issues.

If Holmes could change anything about the educational system in the state of Illinois, she

Manteno High School



Brenda Holmes

Manteno High School is located about an hour south of Chicago with an enrollment of 500 students. Beth Schurman, is the teacher for English and communications; the principal is Paul Russert, and Michael Smith is the superintendent. The school board president is Paul Torstrick.

Vending Machine Legislation Causing Controversy

A discussion of issues with Deputy Chief of Staff Brenda Holmes
Nina Piolatto and Christie Volden

would focus on homelife. "I think so many of the issues we deal with in elementary and secondary education go beyond the school doors," Holmes said. She wants to ensure that children can come from a loving home, be well fed, sleep in a quiet, clean household, and have their parents encourage them academically.

She also urges parents to read to their children. If children cannot read, that "can hamper [their] success in many other subjects," she said. Holmes wants to be able to help students who lack financial support and the loving support from their families.

Most politicians promise to fund education during the campaign, but once they are elected, new priorities surface. Holmes is proud that our governor is one of the few to actually give education the attention and funding it needs.

"For the very first time, we have a governor who says, 'I want to take on that leadership,'" Holmes said.

This year a ban on vending machines in schools has been hotly debated. As the nation's obesity rate continues to skyrocket, so do politicians' concerns. Recent studies show that in 49 states, 15% of the population is obese.

Earlier this year, Gov. Rod Blagojevich reiterated his support of vending machine legislation that would eliminate unhealthy choices from the selection.

Similar legislation has already been enacted in roughly 20 states. In 2003, California became the first state to ban the sale of soft drinks in elementary and junior high schools. New York, Hawaii, Massachusetts, Utah, Minnesota, and Vermont, among others, are prepared to jump onto this bandwagon. Total bans or limits on snacks available in vending machines are under consideration by approximately two-dozen states and are causing a great deal of controversy.

Many legislators believe that the time has arrived for them to intervene. They believe that throughout the course of the school day, students ought to make healthy choices.

Brenda Holmes, deputy chief of staff for education, used this example when discussing the topic: "Here you are in health class or physical education class and the teacher or the instructor is trying to emphasize the importance of a healthy diet or exercise, and five steps out the door there is a soda machine or vending machine filled with less than healthy food."

Many advocates of the legislation feel that there are other beverages, besides soda, that can and should be stocked in vending machines. There are healthier alternatives, such as pretzels and trail mix, versus candy bars and junk food.

On the other hand, the National Soft Drink Association

continued on page 10

Small School of the Arts

The Small School of the Arts, South Shore High School, is located in Chicago. The principal is Douglas Macklin and participating teachers are Lawaune Moorman and Yvonne Burnett. The CEO of Chicago Public Schools is Arne Duncan; the school board president is Michael W. Scot.

Vending Machine cont'd...

argues that parents, along with the local school districts--not the state--should dictate what students consume during school hours. The group also points out that soft drink companies also make bottled water, juice, and sports drinks among other beverages available to the students.

People might read that sentence and suppose the students are just refusing to purchase the healthy substitutes and prefer the junk food. However, few realize that these other drinks are pricier than unwholesome drinks. For example, in the average high school, a can of soda from a machine costs around \$.60. If the student were to step over to the Gatorade machine, it would cost \$1.25. What about water? That also burns a hole in the student's pocket, at a price of \$1.00. When asked, students at Manteno High School, stated that they would purchase healthier beverages, including water, sports drinks, and juice, if they were the same price as soda.

While eliminating vending machines altogether may not be the best option, considering that schools depend on that income, balancing the prices of healthy versus unhealthy foods and drinks seems to be a more effective alternative.



Students from the Small School of the Arts prepare for their interview with Dr. Carol Adams in her Chicago conference room.

An Interview with Carol Adams

Layran Elizabeth Simpson and Odion Clunis

"If I told you that I had a hard life, I'd be lying," explained the Secretary of the Illinois Department of Human Services, as we sat at the conference table in the boardroom of her spacious office in downtown Chicago.

The Saving Our Stories Coalition arranged for students from the Small School of the Arts to interview Secretary Adams. The authors of this article wanted to find out whether her relationships with family members had shaped the person that she has become. Secretary Adams had many positive childhood experiences. "I come from a very loving and devoted family," she said. Her family inspired her to believe in herself. Her mother drilled into her head the importance of getting a good education. Her sisters did

such a good job of teaching her to read and write, that she was able to skip kindergarten and go straight to the first grade. Her father worked very hard to support the family, but always made time to volunteer at the neighborhood center in her community.

When Carol L. Adams left her hometown of Louisville, Kentucky to make a place for herself in the world, she had everything that she needed to succeed: a strong sense of self, a love of learning, a good work ethic, and a commitment to community service.

The first stop was Fisk University. Adam's favorite subject was English, so she made extra money by tutoring students and editing papers. The second stop was Boston University, where she



Dr. Carol Adams is the Secretary of the Illinois Department of Human Services.

earned a Master's degree. The third and final stop was Chicago. Adams chose to start her career in Chicago because she wanted to live in a big city and continue her studies at the University of Chicago. She earned a Doctorate of Philosophy from the Union Graduate School.

When she moved to Chicago it only took her a month to get a good job and her own apartment.

Dr. Adams believes that, "Everyone wants to do well in life." She has been recognized for developing programs that promote self-sufficiency, including mentoring sessions for teen mothers; a fathers' late night sports program to steer youth from crime; and a drug prevention and treatment program for public housing residents.

In 2003, Dr. Carol L. Adams was appointed Secretary of the Illinois Department of Human Services by Governor Rod Bragojevich, where she oversees a wide range of services for people in need, and is responsible for a 5 billion dollar budget.

Comments from School Administrators and Teachers about the Video Conferences and Interviews

Arne Duncan, CEO Chicago Public Schools

I was delighted that our students were invited to interview Carol Adams, Secretary of the Department of Human Services. This is an exciting opportunity for them to practice their skills as journalists and meet a notable public official. Carol Adams has a wealth of experience in public service and many insights to share with young people exploring the world of government. I want to thank the Intergenerational Initiative and Saving Our Stories Coalition for allowing our students to participate in a valuable project and for sharing their work with your readers.



Mary Larson, Advisor, Elk Grove High School.

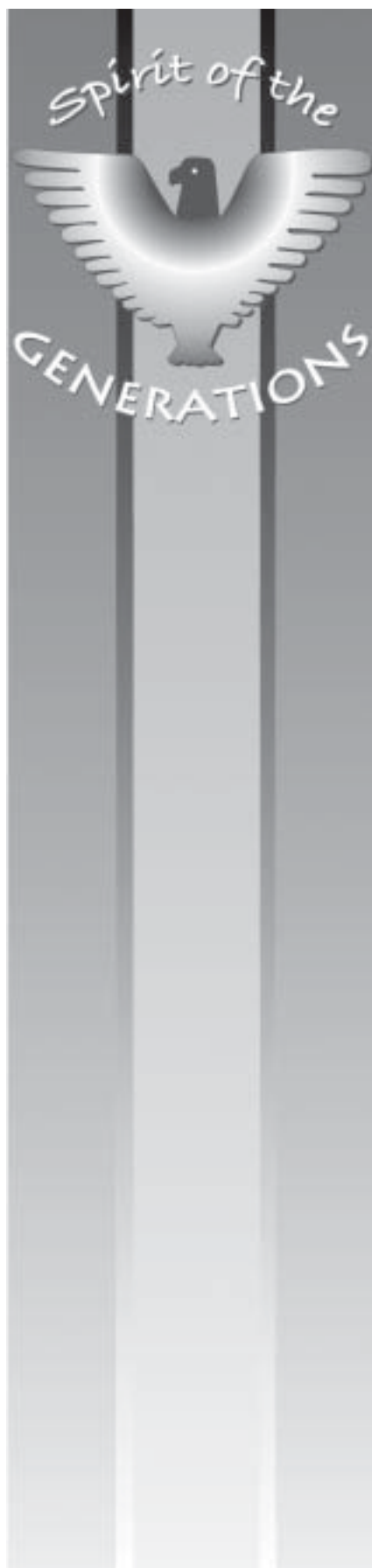
Beginning and advanced journalistic writing students embraced this opportunity to speak to a renowned Illinois public official. They enjoyed getting to know Brenda Holmes, but they also learned a great deal from their interactions with the other high school participants who were caught up in school funding/referendum issues. For many it was their first experience with a teleconference.



Sup't Michael E. Smith Manteno High School

It is a great opportunity for students to get involved with state leaders because they learn more about the important issues that influence our society today and what actions our leaders are taking toward them.

Cheers for students, teachers, principals, and superintendents who organized the video conferences. A new series of conferences will be held in the fall for journalism, English, and social studies classes. Contact intnews@siu.edu if you are interested in participating.



The Spirit of the Generations

New Award from Continuance Magazine

***E**ach spring, Continuance Magazine will recognize the efforts of individuals who, in keeping with the earliest traditions of our democracy, have invested significant personal and professional effort connecting generations and bridging cultures. The award is based on the following additional criteria.*

Leadership and Commitment:

The recipient will have demonstrated the ability to motivate all ages, including students, older adults and educators, and to move in concert with them.

Exemplary Citizenship:

The recipient will have made a priority of “giving back” to the community, particularly through service learning, with a focus on civic involvement through all levels of education.

Fostering Intergenerational Learning and Teaching:

The award will recognize the efforts of those who know that everyone, regardless of age, has potential to teach, learn, give all generations a chance to share their talents, and learn from others. The focus is P-16+ or, more specifically, lifelong learning and teaching.

Multicultural Approaches:

Most significant will be the recipient’s demonstrated efforts in reaching out to other cultures to foster knowledge and understanding. By understanding the diversity of cultures in our country, we can learn and live in peace and harmony.

The Spirit of the Generations symbolizes history, the world, and the communication between generations and cultures. The logo and ribbons on the left give a stronger image of the personal and professional investments of those receiving the award. The eagle represents leadership and commitment, the power for good and the strength for bringing peace and harmony.

If the ribbons were in color, the middle ribbon would be gold, representing citizenship and the sun and the moon, the guardians of our earth. The outside two ribbons would be brown and blue and symbolize the sky and the earth, a vast umbrella that represents the unity of all ages and cultures--the framework for all teaching and learning throughout history. Last, multicultural approaches are represented by the shading on the eagle, representing people of all colors.

Mary Walsh and the Illinois Association of School Boards

Mary Walsh has served the Illinois Association of School Boards (IASB) as a member since 1990 and an officer since 1995. She recently retired from the association and the Rosemont Elementary School Board.

Leadership and Commitment

Mary Walsh has been a committed intergenerational flag-waver for 15 years. Through her perseverance, intergenerational programs have been front and center in her association through publications, research, and personal contact. Walsh is a leader in extolling the virtues of generations working together in educational settings.

Comments by students, teachers, and elders about intergenerational programs point to the strength of Mary's leadership. Fifth-grade teachers participating in an intergenerational program said that students enjoy the learning experience and often discuss the topic with their grandparents. This dialogue leads to meaningful conversation with the children. For example, students told the teachers that kids "need to be more patient" around elders, a clear indication that they had grown from the experience and had become more sensitive.

Citizenship

Mary's attitude about community service says it all: "I have been fortunate and have gained much through giving and sharing



Mary Walsh receives the Spirit of the Generations Award from Jane Angelis, editor of *Continuance Magazine*. Michael Johnson, CEO of the IASB joins in giving the award.

"To understand is to gain respect, eliminate prejudice, and walk together on the same road." Mary Walsh

with others. Nothing in one's life could be richer than exchanging ideas and contributing to the growth of another individual."

Fostering Intergenerational Learning and Teaching

Walsh offers advice about developing a successful intergenerational program. "Extensive collaboration between the local school district and local business is a strong beginning for an intergenerational program. When we developed the intergenerational interviewing program with Rosemont fifth-graders, everyone shared responsibility in its beginning and pride in its development. Each year we celebrated the accomplishments and in doing so celebrated what is right with our community."

Walsh considers intergenera-

tional programs a part of lifelong learning—so when a nursing home director expressed interest in Mary's train hobby, she packed up several engines, tracks and assorted railroad pieces and set it up in the nursing home. When the residents saw the trains, they asked questions, told about family-owned toy trains, and shared stories about Lionel car design, how the bells and whistles were controlled, and what powered the calliope.

Multicultural Approaches

The more you join together to discuss the differences and similarities the better the understanding of diverse and interesting cultural backgrounds. To understand is to gain respect, eliminate prejudice, and walk together on the same road.

Involvement with other cultures, too, has enriched her life. "When we were stationed at Fort Huachuca, Arizona, we learned about native peoples and have continued that involvement. We lived in a hogan while tutoring 5th-grade Navajo students and have studied the Hopi culture. To understand is to gain respect, eliminate prejudice, and walk together on the same road."

Illinois Association of School Boards (IASB)

The IASB is a voluntary organization of local boards of education dedicated to strengthening public schools through local citizen control. The association was launched in December 1913 by a group of school board members at a meeting in Quincy, Illinois. Today, more than 95% of the school boards in Illinois hold active membership in the association.

The IASB, a member of the National School Boards Association under Executive Director Michael D. Johnson and Board President Ray Zimmerman, offers programs designed to provide leadership, service, and advocacy for local school boards. The IASB also engages in a variety of governance, leadership, and public-relations activities.

Tim Krieger and the Corporation for National and Community Service

Tim Krieger is a recent retiree from the Illinois office of the Corporation for National and Community Service where he had provided leadership since 1993. After college, he became a Peace Corps volunteer in British Honduras (now Belize). Since then he has traveled literally and figuratively through West Africa, Jamaica, Fiji, and Tuvalu, Pennsylvania, Minnesota and Illinois.

Leadership and Commitment

Krieger recalls an event from his early years that made a great impact on him and exemplifies leadership. He was working in a village that had been completely destroyed by Hurricane Hattie. Mr. Abraham Christopher, an 80-year-old and his wife were raising four grandchildren in their small cement home. Mr. Christopher was designated to help Krieger with an agriculture project. "As we worked together, Mr. Abraham gained a new lease on life and took his new village responsibilities to heart. His gratitude was expressed in a most profound way when the project was finished. During the going-away gathering, "Everyone had a turn to give a speech. When it was Mr. Abraham's turn, this dignified gentleman just stood there--his head high, but so taken with the occasion that he could not speak. The tears falling down his cheeks said a world about the relationship between a 24-year-old Peace Corps volunteer and a village elder."

Krieger has worked with the

federally funded Senior Programs, including Foster Grandparents, Senior Companions, and the Retired and Senior Volunteers. "Though my views of the value of seniors to our society has matured over the years, I was immediately impressed by the value of seniors to our society's social structure, its values, and the very quality of our lives. Personal and professional experiences bolstered his commitment to supporting and developing intergenerational programs.

Exemplary citizenship

"The need or ability to give back is not different with the different generations," notes Krieger. He says, however, that society often brands youth as irresponsible, excluding them from planning and decision making. The working generations are so busy that they have little time or energy for giving back. Older adults are often excluded from the mainstream because of stereotypes with age.

Krieger's philosophy of citizen-

"All my work has been driven by the knowledge that this country's greatest resource is its multicultural richness." Tim Krieger



Tim Krieger

ship is aptly summarized by Lincoln's "of, by and for the people" in the Gettysburg Address.

Fostering Intergenerational Learning and Teaching

Krieger points out that the need for intergenerational learning and teaching is evident; unfortunately, few teachers use other students to support and teach others—even though the one mode of education that best instills knowledge and learning is teaching.

One of the more important reservoirs of experience, our senior population, is often seen as

a burden rather than an asset to schools. "We have not even started to tap the potential of intergenerational learning and teaching. At a time when so much stress is being placed on our school systems, the involvement of students and senior citizens is a solution." Through our Senior Programs of the Corporation for National and Community Service and other intergenerational programs, we are placing elders in teaching and mentoring situations, and providing a strong resource for the educational system."

Multicultural Approaches

"My dad is a German Jew who had to leave Germany in 1937. My mother is a Christian who met my dad and they married during the blitz of London in 1940. I was born in England, raised in New England, and married a Belizean of African background in the Catholic Church. All my work—whether here in Illinois, in the U.S. or in an international setting—has been driven by the knowledge that this country's greatest resource is its rich multicultural diversity."

Corporation for National and Community Service (CNCS)

The mission of the CNCS is to provide opportunities for Americans of all ages and backgrounds to engage in service that addresses the nation's educational, environmental, public safety and human needs. Under the direction of CEO David Eisner and board chair Stephen Goldsmith, the goal is to foster civic responsibility and involvement. The Corporation sponsors three programs: Senior Corps, AmeriCorps, and Learn and Serve America.

The groundwork for the Corporation was the National and Community Service Act of 1990 (signed by G.H.W. Bush) which authorized grants to schools, supported service-learning, and gave demonstration grants for national service programs.

In September 1993, President Bill Clinton signed the National and Community Service Trust Act, which created AmeriCorps and the Corporation for National and Community Service to expand community service opportunities. In September 1994, The first class of AmeriCorps members, 20,000 strong, started serving in more than 1,000 communities.

The Spirit of the Generations Award

Nominations will be accepted for the 2005 Awards until February 1, 2005.
Contact InfNews@siu.edu or www.siu.edu/offices/iii

Illinois Board of Higher Education

The New Board in 2004

From the Chairman

As educators, we know that students are our most important priority. As members of the Illinois Board of Higher Education, we know that we must constantly ask, "Do our actions benefit students, their parents, and the system of higher education?"

I have been a member of the board for five years and the chair for one. We have a healthy balance on our board, gaining benefit from the old and richness from the new, with an open process that welcomes discussion.

Our committees are designed to promote more interaction between the IBHE, parents, students, and local boards. Together they will gather input to make doable recommendations for higher education policy.

Even though members of the board may not always agree on the issues or the approaches, we are friends, colleagues, and take seriously our important duties as public servants. The board is an extraordinary group of people giving many hours of their time toward a quality system of higher education in Illinois. We share the responsibility for this stewardship. It is a sacred public trust.

-James L. Kaplan, Chair

James L. Kaplan, Chairman

Professional: Managing Partner, Kaplan & Sorosky
Graduate: University of Arizona, Illinois Institute of Technology
Kent College of Law
Home: Lincolnshire
Public member, term expires: 2007

Thomas Lamont, Vice Chairman

Professional: Brown, Hay & Stephens; former member and former Chairman of University of Illinois Board of Trustees
Graduate: Illinois State University
University of Illinois College of Law
Home: Springfield
Public member, term expires: 2009

J. Robert Barr

Professional: Partner, Sidley & Austin, Chicago;
Chair, IL Student Assistance Com.
Graduate: Grinnell College, Harvard University Law School
Home: Evanston
Ex officio member representing IL Student Assistance Commission

Jerry D. Blakemore

Professional: Chief Executive Officer, IL Sports Facilities Authority
Graduate: Princeton University, John Marshall Law School
Home: Chicago
Public member, term expires: 2009

Lucy A. Sloan

Professional: Member, Board of John A. Logan College Foundation
Graduate: DePaul University
Home: Carbondale
Public member, term expires: 2007

Cordelia Meyer

Professional: Vice President, Civic Committee of the Commercial Club of Chicago

Graduate: Johns Hopkins University
Home: Chicago
Public member, term expires: 2005

Samuel K. Gove

Professional: Director Emeritus of the Institute for Government and Public Affairs and Professor Emeritus of Political Science at the Univ. of IL at Urbana-Champaign
Graduate: University of Massachusetts, Syracuse University
Home: Urbana
Public member, term expires: 2005

Proshanta K. Nandi

Professional: Emeritus Professor at University of Illinois at Springfield
Graduate: Gorakhpur University, India; University of Minnesota
Home: Springfield
Public member, term expires: 2009

Frances G. Carroll

Professional: Instructional Supervisor for the School Achievement Structure Program, DePaul University
Graduate: Chicago Teachers College, University of Sarasota
Home: Chicago
Representative of Public Universities, term expires: 2004

Gilbert L. Rutman

Professional: Economist and Emeritus Professor at Southern Illinois University Edwardsville
Graduate: Boston University, Duke University
Home: Edwardsville
Public member, term expires: 2009

Steven Taslitz

Professional: General Partner and Co-founder of Sterling Capital Partners

...continued page 18

Higher Education

Current Board Members



James L. Kaplan
Chair



Thomas Lamont
Vice Chair



J. Robert Barr



Jerry D. Blakemore



Lucy A. Sloan



Cordelia Meyer



Samuel K. Gove



Proshanta K. Nandi



Frances G. Carroll



Gilbert L. Rutman



Steven M. Taslitz



Guy Alongi



Alice Hayes



Robert J. Ruiz



Kevin O'Kelly



Mark Weber

Illinois Board of Higher Education

First Members of the Board of Higher Education--1962

Graduate: University of Illinois
Home: Glencoe
Public member, term expires: 2007

Guy Alongi

Professional: Chairman, ICCB
Executive Director, Perry County
Housing Authority
Graduate: John A. Logan College
Home: DuQuoin
Ex officio member representing
Illinois Community College Board

Alice B. Hayes

Professional: President Emerita,
University of San Diego
Graduate: Mundelein College,
University of Illinois, Northwestern
University
Home: Chicago
Public member, term expires: 2009

Robert J. Ruiz

Professional: Chief, Public Interest
Bureau of the Cook County State's
Attorney's Office
Graduate: DePaul University
College of Law, University of
Illinois at Chicago
Home: Oak Lawn
Public member, term expires: 2007

Kevin O'Kelly

Undergraduate: Northern IL Univ,
Major: Economics
Home: Downers Grove
Student member, term expires: 2004

Mark Weber

Student: University of Illinois
Urbana Champaign
Graduate: Moraine Valley Com-
munity College
Major: Political Science
Home: Orland Park
Student member, term expires: 2006

In August 1961, the General Assembly passed Senate Bill 766 to establish a board of higher education in Illinois. The board consisted of 15 members with the mandate for three functions: approval of any new units of instruction, budget for state universities, and preparation of a Master Plan for higher education in Illinois. Governor Otto J. Kerner named Ben Heineman, a Chicago businessman and CEO of Northwest Industries, Inc., chair. The board met for the first time on January 18, 1962 in the Chicago boardroom of Northwest Industries.

The staff in 1962 included Richard G. Browne, Executive Director; Lyman A. Glenny, Associate Director; Charles N. Dold, Budget Analyst; Mary M. Ryerson, Secretary; and Wanda Sexton, Stenographer. The first office was Room 600 in the State House.

At the time there were 121 institutions of higher learning: universities, junior colleges, and proprietary schools. Two commissions had been formed in the '50s to determine the need for a coordinating board and the issues for higher education.

The first board members were:

Appointed by the Governor

- Conrad Bergendoff
- Hugh S. Bonar
- George S. Harris
- Mrs. Auguste C. Hershey
- Louis A. Turner
- Fred W. Heitmann, Jr.
- Richard J. Nelson

From Governing Boards

University of Illinois

- K.E. Williamson
- Howard W. Clement
- Wayne A. Johnston

Southern Illinois University

- John Page Wham
- Melvin C. Lockard

Teachers College Board

- Royal A. Stipes, Jr.
- Morton H. Hollingsworth

Sup't of Public Instruction

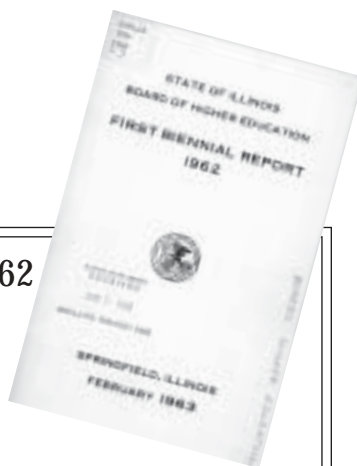
- George T. Wilkins

DATES OF SELECTED EVENTS

- 1917 Teachers College Board established (replaced independent boards for normal schools).
- 1943 General Assembly prohibits professional courses except at UI.
- 1949 General Assembly removes SITJ from Teachers College Board. Establishes SIU Board of Trustees.
- 1951 General Assembly makes Teachers College Board an independent agency. (Changed from jurisdiction of the Dept. of Registration and Education.)
- 1957 State Colleges became Northern IL University, Eastern IL University, and Western IL Univ.
- 1960 General Assembly established Commission of Higher Education.
 - ISSC established (first funded, 1958-59).
 - Commission for Higher Education recommends a coordinating board.

From Matsler, Franklin and Hines, Edward. *State Policy Formation in Illinois Higher Education*. 1987. Center for Higher Education, Illinois State University

Early History of the Illinois Board of Higher Education



The First Biennial Report: 1962

Letter of Transmittal

To Governor Otto J. Kerner and

Members of the Illinois General Assembly:

I have the honor to submit the First Biennial Report of the Illinois Board of Higher Education. This report covers the Board's work during the year 1962.

The board was created by Senate Bill 766 of the Seventy-second General Assembly, approved August 22, 1961. The Board held ten meetings in 1962 as follows: January 18, Chicago; February 6, Chicago; March 6, Chicago; April 3, Chicago; May 1, Chicago; July 10, Chicago; September 11, Chicago; October 2, Chicago; November 12, Chicago; December 4, Chicago. At each meeting a quorum was present and regular business was transacted.

The Board established an office for its staff in Springfield in Room 600 of the State House. The staff consists of three professional persons and two clerical employees. In addition, the Board has had two special studies, relative to university expenditures and accounting, made by the Arthur Andersen & Co. Staff reports concerning various matters within the scope of the Board's authority were presented at each meeting of the Board. The presidents of the six state universities were present at each meeting by invitation and members of the press were also in attendance.

The statute creating the Board assigned to it three major functions:

1. The approval of any new units of instruction, research, and public service proposed by any of the state universities.
2. The analysis of the operating and capital budget requests of the state universities and the reporting of the Board's recommendations concerning them.
3. The preparation of a "Master Plan" for Illinois higher education considering the plans and future development of all segments of higher education, the state universities, the non-public institutions, and the public junior colleges.

This report describes the actions taken thus far and the work presently underway in carrying out each of these three assignments.

Throughout the first year's work of the Board, I have been impressed by the devotion of its members, the cordial cooperation of the university administrators, and the favorable attitude of the public toward this important enterprise.

Respectfully, Ben W. Heineman

Youth Not Attending College

From the 1964 Master Plan of the IL Board of Higher Education

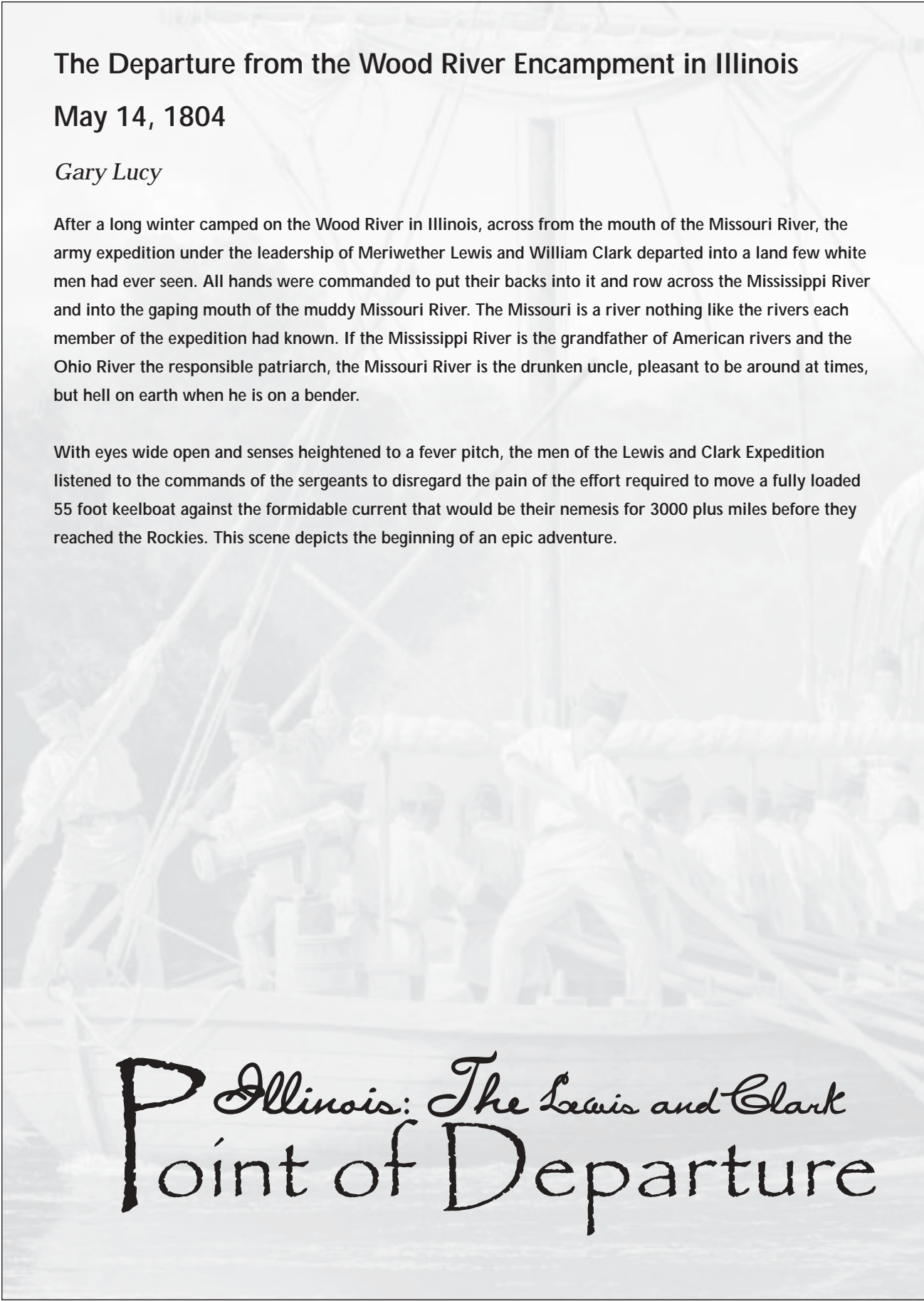
The percent of 18 year olds who go to college has been increasing rapidly in the United States and in Illinois. In 1960 the Illinois rate was about the same as the national average of 37%. However, 22 other states had rates of college-going higher than Illinois, some of them as high as 63%.

The Illinois rate has not kept pace with increases nationally. It has dropped 2.8 percentage points in relation to its national position of 10 years ago. Furthermore, the rate of college-going in the various parts of the state is far from uniform.

Today the social and economic well-being of the individual and the society depend heavily upon the level of education achieved. Illinois youth are in a disadvantageous position and will continue so unless the college-going rate is increased substantially. Too, an improved rate tends to raise the expectations and the motivations of all youth to complete high school and to attend college, thus raising the generational level of education of the population.

High Ability Students Not Entering College

" 37% of those scoring in the upper half do not go to college. In Chicago, . . . it is over 40%." This evidence indicates that Illinois has much to do in encouraging high ability students to enter college.



The Departure from the Wood River Encampment in Illinois

May 14, 1804

Gary Lucy

After a long winter camped on the Wood River in Illinois, across from the mouth of the Missouri River, the army expedition under the leadership of Meriwether Lewis and William Clark departed into a land few white men had ever seen. All hands were commanded to put their backs into it and row across the Mississippi River and into the gaping mouth of the muddy Missouri River. The Missouri is a river nothing like the rivers each member of the expedition had known. If the Mississippi River is the grandfather of American rivers and the Ohio River the responsible patriarch, the Missouri River is the drunken uncle, pleasant to be around at times, but hell on earth when he is on a bender.

With eyes wide open and senses heightened to a fever pitch, the men of the Lewis and Clark Expedition listened to the commands of the sergeants to disregard the pain of the effort required to move a fully loaded 55 foot keelboat against the formidable current that would be their nemesis for 3000 plus miles before they reached the Rockies. This scene depicts the beginning of an epic adventure.

Illinois: The Lewis and Clark
Point of Departure

Along the Mississippi: From Cairo to Camp River Dubois

Robert J. Moore, Jr.

A steady drizzle quietly soaked a group of men as they strained to load a final, heavily laden barrel onto a long wooden boat. Most of the men were dressed in military clothing and some were even wearing their brilliant blue and red regimental coats. A group of civilian well wishers gathered nearby, having walked the three miles from the local settlement called Goshen. They huddled together for warmth, some protected by umbrellas and others by holding Hudson's Bay blankets over their heads. Was the event they were about to witness to be historic? Only time would tell. A tin horn was brought out by one of the sergeants, and an officer, dressed in his best blue and red uniform coat and cocked hat, ordered it blown. A long, low, mournful note was heard, signaling to the soldiers on the shore of the Wood River to board the three boats tethered to the banks. The stream emptied itself but a stone's throw away into the mighty Mississippi River. Lines were cast off, the crowd raised a

cheer, and the three boats--an unpainted 55-foot long keelboat and two shorter pirogues painted white and red--slipped off into the mist of the gray, wet afternoon. It was three o'clock p.m. on May 14, 1804, and Capt. William Clark was leading his little flotilla westward toward a rendezvous with Meriwether Lewis and destiny.

The Lewis and Clark Expedition has been described as "the greatest camping trip of all time," a voyage of high adventure, an exercise in manifest destiny which carried the American flag overland to the Pacific Ocean. The expedition was all of this and more. In fact, the story of the preparations for the journey, about how these men came to be at the Wood River in May 1804, is nearly as interesting as the story of the voyage they made.

The expedition passed from the mouth of the Ohio River at Cairo, Illinois, up the Mississippi to Wood River during November and December 1803. On October 14, 1803, a keelboat built for Lewis in Pittsburgh arrived in Clarksville, Indiana, where Lewis,

on board the boat, joined William Clark, his slave York, and the men Clark had recruited, the so-called "nine young men from Kentucky" who formed the backbone of the expedition's crew. They got under way once more on October 27, moving down the Ohio to Fort Massac, Illinois where they met the half-Shawnee, half-French interpreter named George Drouillard. Lewis sensed that Drouillard was a real frontiersman with what we might today call "the right stuff," and hired him immediately. After studying the confluence of the Ohio and Mississippi rivers at Cairo, Illinois they proceeded up the Mississippi, now working against the current.

At Cape Girardeau, Lewis looked up the Spanish commandant, Louis Lorimier, finding him at a horse race. In the process of obtaining information from Lorimier, Lewis was introduced to his family, which included a Shawnee wife and a very comely daughter, who in Lewis' words was "remarkably handsome & dresses in a plain yet fashionable style, or such as is now common

in the Atlantic States among the respectable people of the middle class. She is an agreeable, affable girl, & much the most descent looking female I have seen since I left the settlements in Kentucky a little below Louisville."

During most of their journey up the Mississippi, Clark was ill with an unknown malady, and was confined almost the whole time to the cabin of the keelboat, while Lewis conducted diplomacy and arranged for recruits. On November 25 and 26 they investigated Tower Rock, measuring it and the currents which swirled around it.

At Kaskaskia, Illinois, Lewis and Clark realized that their struggles with the mighty Mississippi necessitated a larger detachment of men to move the supply-laden boats up the river. A large contingent of men would also be needed after the expedition got underway in the spring of 1804, to move the boats against the Missouri's muddy springtime flood. A contingent of at least 17 soldiers was "borrowed" from the commanders at the fort, doughty old Russell Bissell of the 1st U.S. Infantry and erudite Amos Stoddard of the U.S. Artillery. A third boat was also acquired, another pirogue, to carry the extra men and supplies. The boats were moved up the river to Cahokia, passing old Fort deChartres and Ste. Genevieve on the way. Cahokia was then one of the major towns in the Indiana

Territory (today's State of Illinois) situated nearly opposite Spanish-held St. Louis.

On December 8, 1803, Meriwether Lewis traveled across the Mississippi River to St. Louis, then a town of just 925 residents, to meet with Lieutenant Governor Charles Dehault Delassus, a short, bespectacled Frenchman in the service of Spain. Through an interpreter, Lewis asked Delassus's permission to continue up the Missouri River. Delassus told Lewis in a genial fashion that he could not proceed without clearance from higher Spanish authorities, or until the official transfer of Upper Louisiana in the spring. Louisiana was still, officially, a foreign country. Lewis rejoined William Clark at Cahokia the following day. The co-commanders decided that they would remain in the St. Louis area for the winter to stock up on supplies and gather information from fur traders and explorers about the territory through which they would pass.

Clark took the soldiers, recruits and the three boats up the Mississippi about 18 miles, putting in at the mouth of the Wood River on the Illinois side. Looking out across the wide Mississippi, Clark could see the mouth of the Missouri River, which would be the departure point of the expedition in the spring. Somewhere along the small stream that was known as the Wood River, Clark established

"Camp River Dubois," Dubois being French for "Wood" or "The Woods." The area had plenty of timber, fresh water and game. It was a safe distance away from the allurements of a settlement, and was easily supplied via the river. A commissary of the regular U.S. Army provisioned the camp, and a woman was hired to act as a laundress and mend clothing. Although some of the men were given passes to hunt for game, for the most part the camp depended upon army pork, flour and whiskey for its survival. Like astronauts on the launching pad, the Corps of Discovery settled in for the winter and waited. They were still linked to the United States and the world as they knew it by the umbilical cords of supply lines, the U.S. Mail service, and medical assistance. After a winter of organization, the men, the supplies, and the maps and information on the route ahead were ready for Lewis and Clark to head toward the unknown.

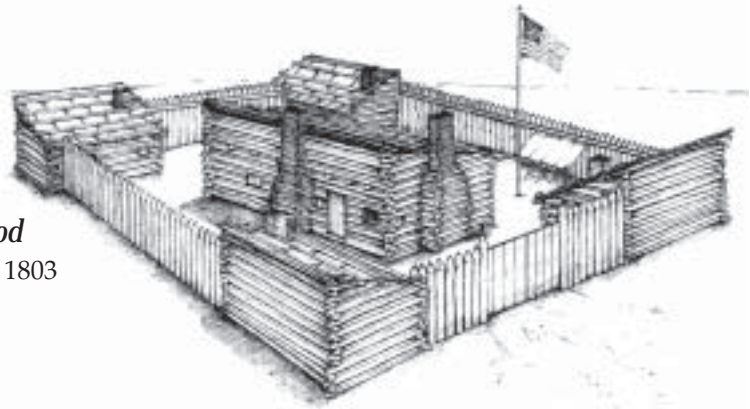


Robert J. Moore, Jr. has worked for the National Park Service for 20 years and has served as the historian for the Jefferson National Expansion Memorial in St. Louis, for 11 years.

Camp River Dubois

Brad Winn

"... nearly opposit the Missouries I came to in the mouth of a little River called Wood River ..." William Clark, December 12, 1803



After the Spanish Commandant Carlos Dehault Delassus, denied permission to establish a winter encampment on the Missouri River near St. Louis, the party under the command of Captain Meriwether Lewis and William Clark “fixed on a place to build huts” just below the confluence of the Mississippi and Missouri Rivers. They would remain at what would become Camp River Dubois from December 12, 1803 to May 14, 1804. Lewis would stay in Cahokia and St. Louis for most of the winter, while Clark wintered with the men. Cahokia served as the site of the federal post office and would serve as the link between the expedition and Washington during that winter as Lewis completed his final preparations for the trip. By remaining in Cahokia, Lewis would be privy to the most up to date information coming from the traders traveling down the Mississippi and Missouri Rivers. From Cahokia, Lewis would be introduced to the foreign officials, merchants, and

prominent citizens of both Cahokia and St. Louis from whom he could procure supplies and gather the maps and information necessary for the success of his mission.

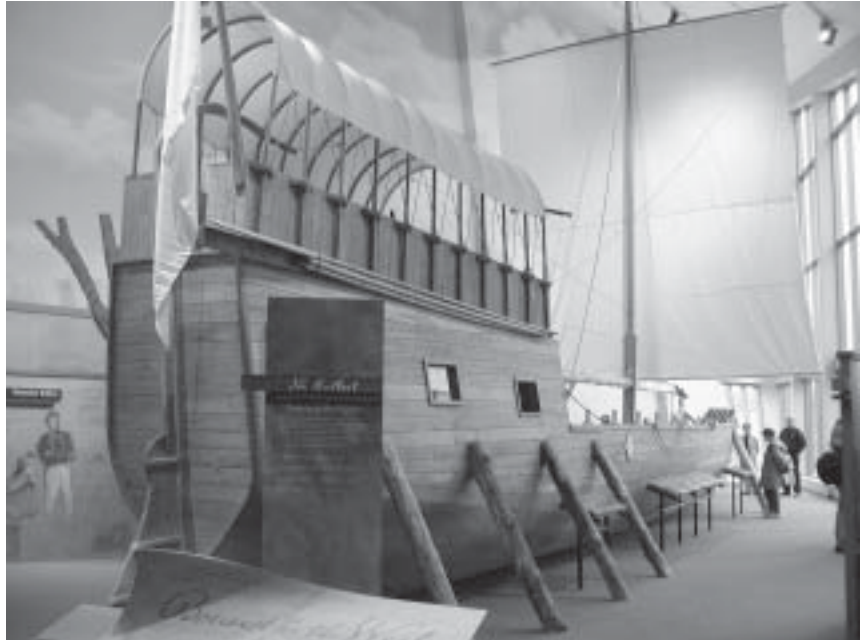
During the five months that Clark spent in camp with the men, his primary responsibility was to select those individuals who would be going on the expedition and prepare them for the challenges that might lie ahead. In particular, he needed to bring together as a unit these men of various backgrounds from all parts of the then-smaller United States. Success on this trip would require teamwork. This task, however, was not easy: many of the men recruited had never served in the regular army; nor were they accustomed to the lifestyle associated with being stationed in one place for such a long time. The daily routine was repetitive and regimented; for those men used to coming and going on their own accord, these monotonous conditions would prove to be a difficult adjustment.

The combination of boredom and the apparent abundance of alcohol compounded the tension, and as noted on several occasions over the course of their five-month stay, it would often lead to drunkenness, fights, and neglect of duty. To help reconcile the differences among certain men, Clark employed a variety of punishment techniques. In one special case Clark “ordered those men who had fought got Drunk & neglected Duty to go and build a hut for Wo[man] who promises to wash & Sow.” On a particularly serious note, Lewis and Clark were forced to discipline a group of men who had challenged the authority of the expedition’s third in command, Sergeant John Ordway, who was left in charge of the camp while both captains were in St. Louis. Clark notes several instances of John Shields, John Colter, and Reuben Fields not only failing to obey orders but also attempting to shoot Sgt. Ordway. On March 29th, 1804, Lewis and Clark tried Colter, Shields, and Fields for their part in this apparent attempt at mutiny.

All were punished but allowed to remain part of the expedition, and there is no indication of further disciplinary problems. In fact, they later went on to become invaluable members of the party. The importance and success of Clark's spending time to settle these disagreements and eliminate the weaker links from the party cannot be overstated; problems such as these emerging enroute could have jeopardized the success of the mission.

Clark was also tasked with gathering, organizing, and packing the supplies sent to him by Lewis from Cahokia and St. Louis. Throughout the early spring, Clark detailed the daily preparations, "I have meal mad[e] & the flour Packed & repacked, also Some porkie packed in barrels . . . all day Packing Provision. . . all hands at work preparing." Clark was also modifying the boats to increase the space necessary to accommodate the ever-growing amount of cargo. The success of the expedition would hinge on Clark's ability to utilize his five months' stay in Illinois to bring together all these elements. Once under way there would be little room for re-evaluation or correction of the decisions made while in camp.

By May 14, 1804, the day of departure had finally come. The keelboat and two pirogues set out at 4 p.m. "in the presence of many of the Neighbouring inhabitants,



Fort DuBois Interpretive Center

The 14,000 square-foot facility, located at the Winter camp area of the expedition features a 55-foot full scale replica of the keelboat used by Lewis and Clark. There are also exhibits on Illinois, the preparation for the Expedition, a replica of the Fort, and many other exhibits.

and proceeded on under a jentle brease up the Missourie." They hoped that their time at Camp River Dubois under Clark's command had prepared them for the unexpected and had united them and had brought them together as a unit that we would later call the Corps of Discovery.

Summing up the same emotion and courage most likely shared by the others, on May 14, 1804, Patrick Gass would record in his journal,

. . . The determined and resolute character; however, of the corps, and the confidence which pervaded all ranks dispelled every emotion of fear,

and anxiety for the present; while a sense of duty, and of the honour, which would attend the completion of the object of the expedition; a wish to gratify the expectations of the government, and our fellow citizens.



Brad Winn is Director of the Lewis and Clark State Historical Site in Hartford, Illinois and a member of the Illinois Historic Preservation Agency

Tailor Made, Trail Worn: Army Life, Clothing, and Weapons of the Corps of Discovery

What Did They Wear?

Robert Moore, Jr. and Michael Haynes



They can be seen on every Lewis and Clark Trail highway marker from Illinois to Oregon. The silhouettes of the explorers tell the story: Meriwether Lewis wore a tricorn hat, while William Clark wore a coonskin cap. For millions of people, this image of the famous explorers is as indelible as Abraham Lincoln's stovepipe hat or Douglas MacArthur's beat-up officer's cap. But the fact is that neither Lewis nor Clark, nor any of their crew wore tricorn hats or coonskin caps.

If not tricorns or coonskins, what did the men wear when they went west with Lewis and Clark on their expedition of 1804-1806? This question has often been asked by the curious who read about the journey, by artists who wish to paint or sculpt Lewis and Clark, by reenactors or actors who wish to portray them, and by filmmakers who wish to tell their story for the cinema. It seems like a simple question, yet it has never been adequately answered-and perhaps never will be.

A clear answer to what the

Lewis and Clark Expedition's clothing looked like cannot readily be found in the artwork, films or costuming created between 1890 and the present. Most of the public's impressions and expectations on this subject come from images created after 1890, and not from facts gleaned from primary sources written or drawn during the years surrounding the expedition. A sentimentalized historical tradition has been formulated around the subject of Lewis and Clark's appearance through later artwork and the impressions created by modern reenactors. These recent traditions, more than real knowledge of the cut, texture, and feel of clothing of the era, color public preconceptions of how the explorers dressed.

The pervasive post-1890 artist's image of the explorers is as buckskin-clad adventurers, dressed in the "frontiersman style" clothing of fringed leather jackets and trousers. On the other extreme, however, artists like Frederic Remington depicted Lewis and Clark in full Revolutionary War-era military uniforms,

even on the Pacific Coast! Beginning in the 1970s, reenactors made honest efforts to create accurate images of Lewis and Clark. Instead they have, by and large, reinforced stereotypes of the explorers as bearded, grizzled mountaineers rather than as members of a military expedition rooted in the traditions and restrictions of U. S. Army dress and decorum.

In order to make a scientific study of Lewis and Clark's clothing, these preconceptions and "traditions" had to be set aside. Primary source information had to be located, which as it turned out to be a difficult task. Just as we would not normally, in today's diaries, write in detail about what color shirt we put on in the morning or whether our pants have cuffs, the journalists of the Lewis and Clark Expedition did not often remark upon their clothing. In conjunction with other expedition documents, however, the journals provide tantalizing clues regarding what the expedition members wore. By examining the words of expedition members,

original artwork from the 1800-1810 period, original garments that have survived, and descriptions of clothing in military records, reports and regulations, an impression emerged of how much and what types of clothing was taken along. To this information the authors added their experience and knowledge about period clothing, carried forward into logical conjecture when the record became scant.

To present the best possible information on the topic of the clothing of the Lewis and Clark Expedition, it is first necessary to provide some background information about the U. S. Army of the period. Without understanding that—first and foremost—the Lewis and Clark trek was an official, government-sponsored assignment carried out by a military force, it is impossible to understand how and why the men dressed as they did. Only by comprehending the background and customs of the young and very tiny U. S. Army, the small amount of funding it received, and the sometimes shoddy and makeshift clothing and equipment it utilized, can the reader begin to formulate a picture of how the “Corps of Discovery for North Western Exploration” functioned and dressed. This is why the first four chapters of this book are devoted to the subject of the military at the time, and present specific examples of how military

thinking, regimentation, and discipline influenced the expedition of 1803-1806.

The authors feel confident that they have done their very best to approach this material with open minds and to present an honest, fact-based piece of research. In addition to archival sources, expedition journals, letters, and receipts, the photographs of original clothing specimens and illustrations from period sources provide further clues and supporting evidence for this study. Perhaps, in the future, documents will be unearthed that will provide a more complete picture with more specifics on the expedition’s clothing. Until then, using the known original sources, we have compiled this written and illustrated record, and take full responsibility for any errors of fact herein.

We will probably never know many details about this topic. Too little was preserved, too few letters were written, notes kept, illustrations and paintings created. The authors hope, however, that this book will provide the basic answers about what Lewis, Clark, and their crew wore as they made their way to the Pacific Ocean and back. Further, through studying the clothing of the period and the reasons why people wore what they wore, perhaps the reader will also gain a better insight into the many cultural groups that comprised and affected the Lewis and Clark Expedition.

The Author and Artist

Robert Moore is the public historian with the Jefferson National Expansion Historian Memorial in St. Louis. His background is in art, history, and film. He is completing a Ph.D. in history at Washington University.

Michael Hayes is a historical artist who resides in Wildwood, Missouri. His painting of the Dress of the Corps of Discovery was selected as a guide for the uniforms created for films on the Lewis and Clark Expedition.

Additional Resources for Lewis and Clark

Contributions of Philadelphia to Lewis and Clark History



Paul Russell Cutright
An excellent resource describing the history of Lewis and Clark from 1803. Includes drawings and illustrations of historical artifacts housed in Philadelphia.

Contact the Philadelphia Chapter of the Lewis and Clark Trail Heritage Foundation, 610-567-2950.

Lewis and Clark Educator’s Guide



A guide for teachers that reviews the Lewis and Clark resources suitable for classroom use. Information is available on books, videos, websites, trunks, and

other resources. Contact 406-994-1757
www.teachlewis-clark.org

Lewis and Clark Preparing for Discovery

Curriculum for 4th and 5th Grades



Lesson Four: Writing as a Member of the Corps of Discovery

Equipment: Paper and writing instrument. If using quills and ink, remember to use a very light touch with the quills, as the tips are fragile. Ink in the ink well should be very shallow, as too much ink simply overwhelms the quill tips and creates a mess.

You are a member of the Expedition. There is a serious problem. You must write to either Capt. Meriwether Lewis or to Capt. William Clark, who are both away. You have to think of a way to solve the problem and make a recommendation. Someone has to act on your information.

You must write clearly, as your communication is important. Your work could become information forming the basis of some expeditionary decision or plan. President Jefferson may even read your words.

You need to clearly state the problem. State the consequences if the problem is not addressed and resolved. Suggest a solution. Suggest a person responsible for resolving the problem.

Lewis and Clark Preparing for Discovery in Illinois kits were developed by the Southern Partnership Project of Invest in Interpretation, Illinois Historic Preservation Agency. Authors are Kathryn Hymel, Edwardsville High School; Don Hastings, Lewis Clark Society of America; and Cindy Upchurch, Lewis and Clark State Historical Site; IHPA. Other who assisted included the Lewis and Clark Library System, and the Illinois Department of Natural Resources.

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Writing as a member of the Corps of Discovery

(Writer) Pick a character:	(Audience) Write to a leader:	(Purpose) Choose a suggested problem:
<ul style="list-style-type: none"> • Pvt. George Shannon: (Youngest: 19) * York (Clark's Slave) • George Drouillard (Interpreter & Hunter) • Sgt. John Ordway ("in charge"): • Mrs. Cane (Washer Woman): 	Capt. Meriwether Lewis Capt. William Clark Capt. Meriwether Lewis Capt. William Clark Capt. Meriwether Lewis Capt. William Clark Capt. Meriwether Lewis Capt. William Clark	<i>Lost letter I was supposed to deliver to Cahokia. Got lost hunting, lost two days, still lost and cold.</i> Clark is very sick Whip saw is broke. Ax handle is also broke. I am in Kentucky, cannot find West Point men. Game is scarce near the camp. Some men do not accept my authority. Some men lack skills (shooting, swimming, etc.). Run out of soap, cloth and thread. <i>Neighbors are unhappy as someone killed their pig.</i>

You may think of another leader to write to (such as President Thomas Jefferson), and/or another problem to report and solve, beyond those that are suggested.

Brief Biographies

Pvt. George Shannon

George Shannon was born in Pennsylvania in 1785. He moved to Ohio in 1800. Shannon was "taken on trial" by Lewis at Maysville, Kentucky, the youngest member (age 19 at departure) and one of the "nine young men from Kentucky". While on Expedition, he was lost for two weeks in 1804 and for a couple of days in 1805.

After the Expedition, in 1807, as a member of a military party returning peaceful Indians to their home, the party was attacked by hostiles. Shannon was shot in the leg, which later was amputated.

He was a friend of William Clark.

After Lewis' death in 1809, Shannon helped edit the

Expedition's journals for their first publication. He studied law, later practiced in KY and MI and became a Missouri State Senator. He died in Missouri in 1836.

York

York was born into slavery in Virginia and grew up with William Clark. He was inherited by William Clark from his father in 1799 and was considered large and strong. Prior to the Expedition, York was married. His wife (also a slave) was owned by another master. As Clark's slave, York served as his "body servant" and obediently went with Clark when Clark joined the Expedition.

After the Expedition's departure and while exploring the West, more and more, York gradually became an equal member of the

permanent party. This may be first rooted in York working at Camp River Dubois with soldiers, sawing lumber in the Saw Pit.

At the Pacific Ocean, after having crossed the continent, York voted equally with all as to where the Expedition should spend the winter.

However, after the Expedition's return, York did not participate with the rest and did not receive the land, extra pay and other rewards given the other men.

After the Expedition, York asked for his freedom but Clark was reluctant to grant it. About 1816, York was freed, had his own business and is understood to have rejoined his wife in Tennessee. He died in Tennessee before 1832. It is understood his business had failed and that he was enroute to William Clark in St. Louis.

George Drouillard

George Drouillard was born about 1773 in either Canada or the Michigan Territory.

He was born to a French father (of the same name) and a Shawnee Indian mother. As a boy, he lived with his mother's people (who moved several times, some were in southern Illinois and they ultimately settled in the Cape Girardeau area of Missouri.)

He was skilled in Indian wilderness arts, in sign language, spoke several languages (he is presumed to speak English, French and several Indian dialects), and was a hunter. He was able to read and write and he owned land.

Drouillard was recruited at Ft. Massac by Lewis. He is presumed to have been a civilian employee to the military, perhaps a hunter.

Drouillard formally joined the Expedition as a civilian interpreter. On Expedition, he appears to have functioned as an unofficial third officer. After the expedition, he entered the fur trade. Drouillard was killed in 1810 by Indians at the "Three Forks of the Missouri".

Sgt. John Ordway

Sgt. John Ordway was born in New Hampshire. He was recruited at Kaskaskia, from a company of the First Infantry Regiment (US military). Of the Expedition's original Sergeants, Ordway was the only one to come from the military. Presumably, he is the central figure instructing at Camp River Dubois in military behavior. Ordway performed paperwork and was in charge of the camp when the Captains were away. He is understood to have been 29 years old when the Expedition departed. Ordway faithfully kept a journal for each day of exploration in the West. After the Expedition, he married and returned to Missouri. He died in Missouri in 1817.

Mrs. Cane

There was a "Cane Creek" in southern Illinois. This implies that Canes were resident in southern Illinois at an early time; however, as there were many Canes residing in Kentucky, we cannot be certain of a relationship between Mrs. Cane and Cane Creek. We do

not know Mrs. Cane's first or maiden name and her age at the Expedition's departure. We do not know if she was young (some married as early as age 14) or old.

We do not know if Mrs. Cane may have previously known William Clark, other soldiers at the camp, or whether she had prior experience as a military "Washer Woman."

We understand that she was married and has been presumed to be the wife of Jesse Cane (however, Jesse could be her son). We do not, however, know whether she had children. At the time of the construction of Camp River Dubois when Mrs. Cane came forward, we do not know if she was already established in the general area of the camp, or perhaps, had pursued the Expedition from a prior location in southern Illinois or even Kentucky. Following the Expedition's departure, Mrs. Cane vanished from history. On August 29, 1807, Jesse Cane lived "on the Sand Ridge ... side of Marais Pacanne" (near Wood River, Illinois). Mrs. Cane may have resided with him, but we do not know.



Lewis and Clark Trail Heritage Foundation and the Third Century



Background on the Lewis and Clark Trail Heritage Foundation

Ron Laycock, President

In 1964, the U.S. Congress, in response to a growing interest in Lewis and Clark, established a Lewis and Clark Trail Commission. The Commission had a five-year lifespan, and its final report to Congress in 1969 made several recommendations, one of which was to establish a private, nonprofit organization to preserve and promote the story of the Lewis and Clark Expedition.

As a result, the Lewis and Clark Trail Heritage Foundation (LCTHF) was formed. Its first members were from only the 11 trail states, and its membership was small: fewer than two dozen attendees were recorded at the first few annual meetings.

Today, 35 years later, the Lewis and Clark Trail Heritage Foundation has a growing membership of 3,500, with members in all states and several foreign countries. Coast to coast, we have 41 chapters with a research library, an archives, and international headquarters in Great Falls, MT.

The Lewis and Clark Trail Heritage Foundation is the recognized authority on the Lewis and Clark Expedition and the clearinghouse for historically



Gerard Baker, Superintendent of the Lewis and Clark Trail, discusses the importance of the trail to education. L to R: Ron Laycock, President, LCTHF; Joan Schmidt, President-elect National School Boards Association (NSBA); Baker; Anne Bryant, Executive Director, NSBA; and Carol Bronson, Executive Director, LCTHF

accurate information for researchers and scholars. We publish a quarterly journal, *We Proceeded On*, and a quarterly newsletter, as well as a curriculum guide for use in middle schools.

What lies ahead? We are planning for the next century. We must continue to promote research and scholarship and provide accurate historical information for our youth. Native Americans played a vital role in the success of the expedition, and it is important that their stories be told and heard. Therefore, the Foundation established a Sovereign Nations Committee. What challenges will

the physical trail face in the future? Our Third Century Committee is already preparing for the time after the bicentennial commemoration with new momentum as stewards of the trail and tellers of the story.

I would be remiss if I did not mention the positive relationships we have with our federal partners. Much of the Lewis and Clark Trail runs through public lands. We are partners with the National Park Service, the Bureau of Land Management, and the U.S. Forest Service to protect and promote both the physical trail and the story of its creation.

Lewis and Clark and Education

The Congressional Caucus is Applauded by Leaders

School children all over the country are building replica keel boats, studying plants, writing in journals, and participating in activities across the curriculum related to Lewis and Clark. Anne Bryant, Executive Director of the National Schools Boards Association (NSBA) said "the Lewis and Clark expedition is not just a story; it is a breathing movement that helps children develop skills in math, science, English, geography, social studies, journal writing, and more." Susan Sclafani, Assistant Secretary, U.S. Department of Education, describes the power of the Lewis and Clark expedition as a "way to learn what people do on their own and to learn where we have been and what we have done." Lewis and Clark Trail Heritage Foundation (LCTHF) Executive Director, Carol Bronson applauds Congress for their foresight "The funding they have provided for Lewis and Clark projects is money well spent. Each federal dollar spent on Lewis and Clark has been multiplied by 6 additional dollars matched through other sources." As a result, communities across the country have been able to develop Lewis and Clark education and trail stewardship projects.

Gerard Baker, Superintendent of the Lewis and Clark Trail, and a member of the Mandan-Hidatsa Tribe, said that we must "take the story into the classroom to kids who won't have an opportunity to visit the Missouri River or the Rocky Mountains. The story is for our children and grandchildren and it says who we are as American people. He said that the story is being told so that all Americans can explore, teach, learn and respect one another.

On May 5, the Lewis and Clark Trail Heritage Foundation convened a group on Capitol Hill to bring attention to the achievements of the Lewis and Clark Bicentennial in the first year. The Lewis and Clark Caucus is comprised of 80 members of Congress and their support has resulted in economic growth for communities, connections between school



Education leaders speak to the importance of Lewis and Clark for education and applaud the efforts of the Lewis and Clark Congressional Caucus. L to R: Susan Sclafani, Assistant Secretary of Education; Anne Bryant, executive director, National School Boards Association (NSBA), and Joan Schmidt, president-elect, NSBA.



Richard Durbin, one member of the Lewis and Clark Congressional Caucus, joins foundation members on Capitol Hill.

L to R: Jane Angelis, SIU Carbondale; Ron Laycock, Durbin, Carol Bronson, Gerard Baker, and Terri Purcell, field representative for the Caucus. Other members of the Illinois Lewis and Clark Caucus are Senator Peter Fitzgerald and Congressmen Jerry Costello, and John Shimkus.

children all over the country, and an enriched curriculum that relates the real life struggles of 1804 to the struggles of students in 2004.

The Lewis and Clark Bicentennial continues until 2006 as it traces the journey to the west coast and back.

*Coming in
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*Using oral and family history to preserve family
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No charge for the workshop

For information, check the website www.siu.edu/offices/iii
Or contact mrodriguez@changingworlds.org or Intnews@siu.edu

CONTINUANCE

Spring/Summer 2004
Vol. 18 Nos. 3 & 4

Continuance is a quarterly publication founded in 1987 with funding from the Illinois Board of Higher Education. Continuance highlights topics, movements, and events that have potential to enrich intergenerational relationships and promote lifelong service and learning.

Continuance is a publication of the Intergenerational Initiative, a project that seeks to stimulate new thinking about educational issues and intergenerational involvement.

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Commentary

Finding Talent in Our Own Backyards

Lucille Boysaw, a retired Chicago math teacher, heard a knock on her back door. When she looked through the window, she saw two small children from the neighborhood. She opened the door and asked them what she could do for them. The taller one looked perplexed and said, "We don't understand these word problems. Could you help us?" Boysaw worked with them and later observed, "We find a need for our talents right in our own backyards."

In cities, rural communities, and inner city neighborhoods, old and young gather to share their talents and experiences. Older adults read with youngsters, mentor troubled high school students, provide guest lectures on their travels and hobbies, and *listen*. Students help older citizens with chores, teach computer skills, visit nursing homes, and write oral history interviews with elders. Connecting generations is win/win for all.

Carol Tice, founder of Teaching/Learning Communities, gives us a formula for tapping the resources of young and old: "Listen, discuss, and ask." Listen to the creative ideas of young people and elders who don't think their ideas matter. Discuss ways of organizing. And ask! Asking is the key, the action that makes the connections and drives the progress. Each of us must ask, "Can I help?" School districts must ask *for* help and make citizens welcome.

Retirees who volunteer in the schools bring years of experience and a presence that says, "Let's tackle these problems together." Helene Block-Fields, Emerita, Oakton Community College, suggests six strategies for a successful intergenerational experience.

- Help create a safe and accepting learning environment.
- Encourage curiosity and experimentation.
- Facilitate participation, making sure the children do as much as possible.
- Value children's ideas, and respect their uniqueness.
- Share your life skills and personal history with the children, when it is appropriate. They need this perspective on the passage of time and the life span.
- Share what you see and think, when appropriate. You are an extra pair of eyes, you have vast experience, and you are still learning.

In the younger and older members of our society, we have the resources at hand to address the ever-growing educational challenges. Like Lucille Boysaw, we find a need for our talents right in our own backyards.

- Jane Angelis, Editor

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